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| **Phonics and Reading Curriculum Impact Statement 2024** | |  |
| **Overall synopsis / developments:**  Investments have been made to continue to develop and enhance the delivery of phonics this year. We have prioritised ensuring consistency for those children who are ready to exit the phonics program through purchasing Little Wandle Fluency books. These books allow the children to continue to deepen their phonics knowledge and fluency of reading by being fully decodable. The books are chapter books which meets the needs of the maturing Year 2 pupils. These books have also been accessed by the year 3/4 pupils who need develop their reading stamina and fluency further.  We have also invested in reading books for older pupils who are still in need of phonics teaching these books provide the children with the correct word level work for their stage in their reading development but offer a more appropriate content for the older pupil.  Alongside this we have invested heavily is physical resources for the teaching of phonics interventions. TA’s have a tool kit of flash cards to support pupils in interventions and as part of the whole class lesson. We also now have all of the resources needed to carry out the SEND program and the Rapid Catch- up for Year 2 pupils and beyond. All classrooms now have a ‘Grow the Code’ poster to support the continuation of phonics as a means of spelling and reading throughout the children’s school journey.  Year 2 have taken on using the Little Wandle spelling scheme which is proving successful (Please see writing impact statement for more details) | **Phonics in the EYFS:**  Although there has been a change of staff in EYFS, phonics and reading continues to be strong. Children are assessed regularly to ensure that the correct interventions are in place and to provide the children with the correct book levels to meet their growing knowledge. Children who need additional support are quickly identified and interventions put in place.  Parents are kept informed on what their children are learning through weekly homework sheets. | |
| **Data overview for phonics and reading**   |  |  | | --- | --- | | Year 1 2024 | Year 2 retakes 2024 | | 85% | 93% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Reception | Key Stage 1 | Key Stage 2 | Whole School | | Reading | 86% | 71% EXS+  32% GDS | 81% EXS+  30% GDS | 79% EXS+  34% GDS | | |
| **Highlights / Life in all its fullness:**  This year we planned and held a read-a-thon to raise money for 2 reading dens for the playgrounds. As a school the children raised £2128. This has allowed for us to purchase 2 dens (one for each playground) and equip them with resources. This is to enable children to have access to books during play times in a means to develop reading for pleasure and to allow children the opportunity to spend their break times in a way that suits their personal needs.  We have invested in new shelving and books for the entrance to school. These books are loaned to children as part of an award from Mr Wheatley. Inside the books will be a sentence explaining who has received the book and why.  Shelving has been put up around school to display subject specific books, which teachers can take to enhance their classroom teaching.  In September £500 was raised by the English lead from to purchase subject specific books. Following this the staff went to Waterstones for a staff meeting where we took the time to look through books and carefully choose the selection that met the needs of our curriculum.  Money was raised from the scholastic book fair that we held and has been spent on purchasing books for the head teachers reading award. | |
| **Subject leadership - CPD, Monitoring and books:**  Assessments are carried out every 6 weeks by the Reading leader. This allows them to have a clear overview of the trends, needs and successes in the teaching of phonics. For children who are not quite meeting the requirements for the assessments an overview is provided for the class teacher of their needs and what to put in place to move them forward. These children are assessed again after a 3 week period in an effort to bring them back in line with the main body of the class.  The Reading leader has held many phonics master classes which all staff are invited to attend. These are to ensure consistency across the teaching of reading and phonics and to keep staff upskilled in the delivery.  Specific TA training was held via a live Little Wandle stream to upskill TA’s on how to support children in class, during interventions and also during reading practice.  The whole staff received SEND phonics training to support us in our delivery of phonics to all pupils in a way that best suits their needs.  This year we have appointed a new Phonics governor who has been to visit school and has been introduced to the SSP we use.  This academic year has been a success in moving phonics and reading forward and has been summed up nicely in our most recent OFSTED report.  *‘Reading is given a high profile. Books are available in classrooms and in school libraries to foster pupils’ love of reading. As soon as children start in the early years, staff seize every opportunity to develop their communication and language skills. There is a buzz of conversation while children learn. Staff deliver the phonics programme consistently well. Pupils read from books that include the sounds that they already know. The school makes effective use of assessment information to identify pupils who are struggling to read. These pupils benefit from extra support to help them to catch up with the phonics programme.’* |
| **Pupil voice (including ambassadors)**  Children love reading and being read to. The children are excited for the arrival of the reading dens for the playgrounds.  Children feel confident withy their reading and gain a sense of pride in their own achievements.  Children love visiting the libraries and are excited by new books arriving. | |